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ABSTRACT

Intended for regular education teachers, the identification packet is noted to provide information on some of the behavioral manifestations of children with learning problems, visual impairment, or hearing impairment. A list of procedures for referral, an expectancy schedules table, and a sample letter to teachers on the exceptional child are given. The remainder of the document contains reprints pertaining to specific characteristics and general techniques for teaching the learning problem, hearing impaired, or visually impaired child. (SBH)

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IDENTIFICATION

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IDENTIFICATION

INTRODUCTION

THE IDENTIFICATION PACKET IS DESIGNED TO FAMILIARIZE REGULAR EDUCATION TEACHERS WITH SOME OF THE BEHAVIORAL MANIFESTATIONS OF CHILDREN WITH LEARNING PROBLEMS, WITH VISUAL IMPAIRMENT, OR WITH HEARING IMPAIRMENT.

IT IS HOPED THAT THE INFORMATION CONTAINED WITHIN THE PACKET WILL HELP TEACHERS ORGANIZE THEIR OBSERVATIONS AND PROVIDE GENERAL SUGGESTIONS WHICH WILL ENABLE THEM TO WORK MORE EFFECTIVELY WITH EXCEPTIONAL STUDENTS.

THE PACKET IS MERELY A GUIDE; IN NO WAY IS IT MEANT TO BE USED AS A SCREENING INSTRUMENT OR TO TAKE THE PLACE OF THE COUNTY SCREENING AND STAFFING PROCEDURES. IN SOME INSTANCES, IT MAY SERVE AS A FOUNDATION FOR INSERVICE TRAINING WHICH MAY BE CONDUCTED BY MEMBERS OF THE EXCEPTIONAL STUDENT PROGRAMS DEPARTMENT FOR REGULAR EDUCATION TEACHERS.

FLRS/CROWN (#199)
31 WARREN STREET
JACKSONVILLE, FLORIDA
904/633-6040

SPRING, 1976

Procedures for Referral

UNIT RESPONSIBLE	ACTION TO BE TAKEN
Principal	Establishes a Child Study Committee consisting of the school psychologist, one or more teachers and other professional personnel as requested by the principal.
Classroom Teacher	Completes the Referral Checklist provided by the Psychology unit for the student who is making minimal academic progress, or manifests social or emotional problems. The classroom teacher sends the Referral Checklist to the Child Study Committee.
Child Study Committee	Reviews referrals from classroom teachers and plans individual programs within the school. These plans may include services from outside the school to help maintain students in regular education. When it is evident that alternative programming within the school is inadequate, recommendation is made to the principal for consideration and possible referral to Pupil Personnel Services for further evaluation.
Principal	Notifies parents of recommendation and obtains signed permission to have student evaluated by the school psychologist. The principal will schedule and obtain results from speech and hearing screening for student. The principal will forward the speech and hearing results, information from the Child Study Committee, and the signed parent permission to the School Psychology Services.
	A copy of the signed parent permission will be filed in the student's cumulative folder. The parent has a right to due process (Appendix A) at any point in procedures for programs. If the parent refuses to sign the permission form, the principal follows due process procedures (Appendix A).

EXPECTANCY SCHEDULES

*Potential Academic Achievement of Children With Various IQ Levels

INTELLIGENCE QUOTIENT (I.Q.)														
C.A.	50	60	70	75	80	85	90	95	100	105	110	120	130	140
5-0				-1.25	-1.00	- .75	- .50	- .25	K.00	K.25	K.50	1.00	1.50	2.00
6	PRE-K	PRE-K	K.0	.50	.20	.20	K.40	K.70	1.00	1.30	1.60	2.20	2.80	3.40
7	PRE-K	K.0	K.0	K.25	K.60	K.95	1.30	1.65	2.00	2.35	2.70	3.40	4.10	4.80
8	K	K.0	K.0	1.00	1.40	1.80	2.20	2.60	3.00	3.40	3.80	4.60	5.40	6.20
9	K	K	K-1	1.75	2.20	2.65	3.10	3.55	4.00	4.45	4.90	5.80	6.70	7.60
10	K	K-1.0	1-2	2.50	3.00	3.50	4.00	4.50	5.00	5.50	6.00	7.00	8.00	9.00
11	K	1.0	2.0	3.25	3.80	4.35	4.90	5.43	6.03	6.35	7.10	8.20	9.30	10.40
12	K-1	1-2	2-3	4.00	4.60	5.20	5.80	6.40	7.00	7.60	8.30	9.40	10.60	11.80
13	1.0	2.0	3-4	4.75	5.40	6.05	6.70	7.35	8.00	8.65	9.20	10.60	11.90	13.20
14	1-2	2-3	4.0	5.50	6.20	6.90	7.60	8.30	9.00	9.70	10.40	11.80	13.20	14.60
15				6.25	7.00	7.75	8.50	9.25	10.00	10.75	11.30	13.00	14.50	16.00
16				7.00	7.80	8.60	9.40	10.20	11.00	11.80	12.60	14.20	15.80	17.40

* Use this table to find out the approximate grade level on which a child is functioning. For example, a nine year old student with a 70IQ might be expected to work between a kindergarten and first grade level.

AN EXCEPTIONAL LETTER TO TEACHERS

Dear _____

You have inherited _____ with his learning problems. Because I have worked with him, frustratingly at times, I thought that you would be interested in how I see him and attempt to help him.

He is a boy who is essentially normal; that is, his hearing is normal, his vision is normal and his intelligence is well within the normal range. Yet he does not learn well, and what he learns is labored and often soon forgotten. But _____ is "normal".

He, like other children with learning problems, has visual, auditory and motor difficulties; (i.e.)

VISUAL DISCRIMINATION:	Telling the difference between squares and rectangles, between "p" "b" "d" "g" "p" "g" "b"
VISUAL MEMORY:	Forgetting what he has seen.
AUDITORY DISCRIMINATION:	But, pat, putt, pet, pot, pit, all may sound alike.
AUDITORY MEMORY:	"Huh?" "what?" is a favorite expression as he forgets a series of things to do after you have told him to (1) stand up, (2) sharpen your pencil, then (3) sit down.
POOR EYE-HAND COORDINATION:	Trouble copying from the board to his paper. The hand has difficuly copying what his normal eye sees.
POOR SPATIAL ORIENTATION:	What is the difference between left, right, up, down, over, under, next to, on top of, inside, outside?
POOR FIGURE GROUND	Not seeing letters in words, words in sentences, not seeing one arithmetic example on a page of several; he can't see the trees for the forest.
PERSERVERATION:	The inability to shift easily from one activity to another, from recess to classroom, from spelling to arithmetic. He may write a word incorrectly, erase it and immediately write the same incorrect word again.

HYPERACTIVITY — We all know this so well, inability to focus on learning, much squirming, looking around, hitting, etc.

DISINHIBITION: — The "I couldn't care less" attitude which prompts "naughty" actions such as walking around the classroom, walking out of the class or on the other end, day dreaming, that is, blocking out reality.

To you and me it matters very little what label this student has been given. What is important is that you have to live and work with this boy six hours a day, five days a week, knowing that in his present learning state he has every guarantee of being a 16 year old drop out.

WHAT CAN YOU DO?

Now, assuming that he is not in a self-contained classroom with a maximum of eight children, or that he does not have access to a resource room with a specially trained teacher, then you are faced with his educational salvation. Let me tell you what others are doing.

YOU.....YOU'RE THE ONE

First it is almost universally agreed that the teacher, like yourself, must have the acceptance and empathy necessary for dealing with these children. I am not speaking about the specially trained teacher, but the regular classroom teacher. She needs a sense of humor, the ability to adapt to new ideas and above all the recognition that <u>each lesson</u> her handicapped child learns <u>must be taught at the lowest level of achievement</u>.

FOR EXAMPLE:

1→ If daylight and other children are distracting him, then he must be placed in a quiet, non-distracting part of the room. Ideally, a study carrell could be made by the Industrial Arts Teacher.

If he fails his ten spelling words a week, but can master three, then this is his lowest level of achievement. **←2**

3→ If his reading is a problem, because he can't remember the difference between "d" and "b" and "p" and "q", (although it has been taught to him 200 times) because he can't remember which stick has the balloon up or down.....then "reading" begins at the level of having him "feel" a wooden "p" and "q", first to his face, then behind his back until he can feel, see in his imagination and finally say the difference between them.

for copying the same is true:

←4 Feel the shape with his hands
Trace them with a pencil
Copy from a book or blackboard
Draw the letter or number from memory

5→ Arithmetic is the same process, if he can't add because he can't remember the numbers, then feel, trace, copy and draw from memory is reaching back to his lowest level of achievement.

←6 In building words a colored pencil or chalk pattern has been most successful. If vowel sounds, as mentioned earlier, are a problem, then they should be written in red with the consonants in green or some other contrasting color.

I AM A WORTHWHILE PERSON!

Counseling is the psychological term many school accept for helping this little guy understand himself. Briefly, this is interpreted to mean that daily he is reassured that he is making some progress, if indeed he is, he is not "stupid or crazy" but he needs some extra help like the rest of us who wear glasses or take medicine or wear corrective shoes or need coaching for the basketball team or baseball's Little Leagge.

YOU MIGHT TRY THIS APPROACH: ATTENTION, RESPONSE, STRUCTURE.

(1.) Attention comes when learning is personal. Arithmetic is part of his weekly allowance, working in the neighborhood shoveling snow; reading is part of finding out what is on T.V. at a given hour from the local newspaper; spelling is pride of writing your own name and sending "messages" like OC7, to your friends.

(2.) Positive response is like Snoopy, having people like you, especially teachers. This is the positive response of the stars, cady, new pencil, small toyes--which might be necessary to get started.

(3.) Structured classroom means that he will succeed in short lessons and that he knows what he will do at every moment. This means that he is working at his lowest level of achievement but trying "harder" tasks.

FRUSTRATION = "BAD BEHAVIOR"

For "bad behavior" we punish the "bad behavior", not the child. When he snaps a pencil into two pieces out of frustration he is telling us that he needs a change of activity, also when he rips his paper, begins daydreaming, starts to wander etc., his tolerance has been saturated and a perceptive teacher will recognize this as a symptom of frustration, not "bad behavior".

PSSSSSST! LISTEN!

One of the most often asked questions of teachers and parents is "How do we get kids to listen?" Listening is a skill that can be taught in both isolated and integrated steps.

CONCENTRATION: Attention, getting the child to listen, with a "I'm going to tell you something that will help you.

a. get better marks
b. get a job like daddy has
c. find a missing piece of a puzzle

DISCRIMINATE: Sort out sounds or facts, talking over a Dixie cup phone, walkie talkie, Simon-Says game.

INTEGRATE: Understand

Do cars grow?
Is a boy a man?
Open the door.
Find page 75 in your reader.

ASSOCIATE: Respond meaningfully

My name is
In summer I
Birds fly but fish

ASSOCIATE: Which word is out of place:

ice cream, cake, pencil, candy
John, Joe, Mary, Bill

MEMORY: What did you have for breakfast?
Who remembers the answer to the last arithmetic problem?
When the car crashes, the people are--

SEQUENCING: Recalling in correct sequence what you have heard before.
What number comes right after 3? right before 8? letter just before z. Repeat:
We all went to the country for a picnic last Sunday.

MONITORING Scanning for other sounds.

IMPOSSIBLE!?

But with a class of 30 or 40 children isn't the above impossible? In reality, it could be and may be. But if there is any way to structure help for this young child I know that you will do it and that is why I have spent the time listing suggestions that might be practical in an otherwise impossible situation.

(Reprinted by special permission of
the Journal of Learning Disabilities,
Volume 2, Number 2, February 1969)

BEHAVIOR MANIFESTATIONS OF CHILDREN WITH LEARNING PROBLEMS

① The child will have problems keeping up with letters, words, and place on a page when copying or reading any material.

② The child's writing will be slow and labored when trying to copy or write any material.

③ The child will confuse letters that are closely related when reading or writing; he may mirror, reverse, or substitute letters. (was/saw, etc.)

④ The child may be able to identify letters singularly; but will have trouble identifying letters correctly in a word or statement.

⑤ The child may be able to identify individual sounds for letters, but will have trouble blending these sounds in a word.

⑥ The child may have trouble when orientating letters to lines.

⑦ The child may have trouble doing any work on paper that has too much visual stimulus.

⑧ The child may have trouble orientating size and form of letters; he may easily confuse letters that have stems with those that do not, making the the same size. (Ch, etc.)

⑨ The child may have trouble with the concept of time.

⑩ The child will probably have trouble sequencing letters, written or verbal directions, stories, days of the week, months of the year, seasons of the year, etc.

⑪ The child will have a very short memory for letter form and spelling words.

⑫ The child will develop a short attention span and become easily distracted.

⑬ The child will most likely develop very hyperactive or very submissive behavior as a result of his many frustrations.

⑭ This child's most difficult problem area will be dictation; he may forget what is being dictated because he is have to concentrate too hard on individual letter forms, and the sequencing of letters (i.e., spelling) in words.

OCCUPATIONAL THERAPY DEPT.
U.S. PUBLIC HEALTH SERVICE HOSPITAL
New Orleans, LA 70118

* SPECIFIC VISUAL PERCEPTUAL CHARACTERISTICS

□ *ARITHMETIC*
He may be good at working computational problems but poor at reading or writing; he may be exceptional at working oral problems.

□ *COMPREHENSION*
Can't comprehend sequencing exercises.

□ *DISCRIMINATION*
Difficulty in discriminating shapes like diamond and triangle or colors like blue and purple.

□ *FIGURE GROUND PROBLEMS*
He can't find hidden things in a picture; or, he may overlook the obvious and focus on non-essentials.

□ *LETTERING*
His letters are poorly formed; there may be much over-work, erasures and scribbles. He may also have difficulty in drawing, cutting and pasting.

□ *ORGANIZATION*
Reorganizes words like spin and spit, read for dear; has difficulty with puzzles.

□ *ORDER*
Loses place when he reads; cannot locate words in a dictionary.

□ *REVERSALS*
Will confuse letters "m" and "n", "n" and "h", "e" and "r", "t" and "l", "b" and "d", "p" and "l", "p" and "q", "p" and "g"--when reading or writing. Confuses words was for saw, pots for stop, dog for god.

□ *TRANSFER OF TRAINING*
He cannot transfer ideas or thoughts from one situation to another. He may be able to read a book with one kind of print but be unable to read the same thing with a difference style of print.

□ *VISUAL MEMORY*
Poor visual memory and recognition--can't tell what is missing from a picture or object when the object is remvoed from his visual field.

*
*
****

*SPECIFIC AUDITORY PERCEPTUAL CHARACTERISTICS

□ ASSOCIATION
May not be able to organize information into a meaningful pattern; poor concept formation; unable to associate the sound of a letter with the appropriate symbol.

□ AUDITORY MEMORY
Child cannot repeat a series of digits given at one second intervals; child quickly forgets what he has just been told.

□ AUDITORY SEQUENCING
Child is unable to sequence or order; fill in what is missing, example 10, 20, ___, 40, 50, or relate what letter comes after D and before F.

□ CONSONANT SOUNDS
The child cannot listen for the "t" sound as in *letter* or *tell*, does not recognize initial, middle, or final sounds.

□ EXPRESSION
Student has difficulty expressing himself in a meaningful, coherent manner.

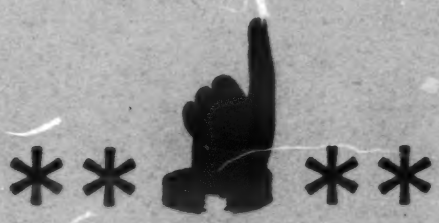
□ FOLLOWING DIRECTIONS
Child seems unable to comprehend directions and is easily confused.

□ READING
The child may or may not have a mild to severe reading handicap.

□ RHYMING
Child cannot "hear" rhyming words like *tree* and *bee*, *bear* and *tear*.

□ SOUND DISCRIMINATION
Child confuses words like *dig* and *day*, *map* and *mat*, *lip* and *dip*, *letter* and *ladder*. He can't "hear" letters; confuses b and d sounds for instance.

□ VOCABULARY
Child may have a highly developed vocabulary with good verbal facility yet is unable to convey this same knowledge in writing.



FIND THE CHILD WITH A SUSPECTED HEARING LOSS

Children with hearing defects may show one or more of the following symptoms:

A. Inability to locate the direction from which a sound is coming.

B. More than normal use of hands in making wants known.

C. A voice that lacks in intonation pattern and resonance. (It's monotonous, unpleasant)

D. A voice that is too loud or not loud enough. (Sometimes the child who sounds like a "bully" or the child who seems to be "very shy--afraid of his own voice", actually has a hearing loss.) While it may sound contradictory, it is a fact that a hearing loss may lead to either excessively loud or very soft speech, depending largely upon the nature of the loss.

E. Faulty equilibrium. He finds it difficult to keep his balance, particularly in the dark or when blindfolded for a game.

F. Speech defects. If a child hears speech imperfectly, he will speak incorrectly.

G. Lack of attention. The strain of trying to hear and understand is very tiring for a hard-of-hearing child. Like most of us, they reach a point where they stop trying to "pay attention".

H. Frequent mistakes in carrying out directions. "Watch the baby" may be understood as "Wash the baby".

I. Irrelevant answers. (He answered the question as he understood it!)

J. Turning of the head to catch the sound with the better ear; peculiar listening posture.

K. Anxious or listless expression, depending on the temperament of child.

L. Repeated earaches.

M. Ear discharge.

N. Requests for repetition of what has been said.

O. Complaint of head noises.

P. Restlessness and evidence of nervous fatigue.

Q. Persistent truancy or other forms of unusual behavior due to failure in making a good education or social adjustment.

(The above guide points are adapted from "Speech and Hearing Problems" by Charles E. Palmer, Ph.D.)

THE A B C'S OF VISION DIFFICULTY

To aid teachers in detecting the students who should be referred for complete vision analysis, the American Optometric Association's Committee on Visual Problems has compiled a list of symptoms - a Guide to Vision Problems.

Students displaying one or more of them persistently, particularly when visual concentration is required, should have complete examination of the total process of vision as quickly as possible.

A - Appearance of the Eyes

Eyes crossed - turning in or out - at any time.
Reddened eyes.
Watering eyes.
Encrusted eyelids.
Frequent styes.

B - Behavior Indications of Possible Vision Difficulty

*Body rigidity while looking at distant objects.
*Thrusting head forward and backward while looking at distant objects.
*Avoiding close work.
Short attention span.
Daydreaming.
Turning head so as to use one eye only.
Tilting head to one side.
*Placing head close to book or desk when reading or writing.
*Frowning or scowling while reading or writing.
Excessive blinking.
*Tending to rub eyes.
Closing or covering one eye.
Dislike for tasks requiring sustained visual concentration.
Nervousness, irritability or restlessness after maintaining visual concentration.
Unusual fatigue after completing a vision task.
*Losing place while reading.
Using finger or marker to guide eyes.
Saying the words aloud or lip reading.
Confusion of similar words.
Poor head-eye coordination.
Unusual awkwardness.

C - Complaints Associated With Using the Eyes

Headaches.
Nausea or dizziness.
Burning or itching of the eyes.
Blurring of vision at any time.
*Found to be particularly significant

Courtesy of:
American Optometric Association
7000 Chippewa Street
St. Louis, Missouri
63119

CLASSROOM AIDES IN
GROUP MANAGEMENT OF CHILDREN WITH
LEARNING PROBLEMS

- Remove any distractible stimulus from around the child--put him in a quiet area aware from other children if possible, and away from windows.

- Allow the child to use any crutch necessary for him to learn at present; he will discard this crutch when no longer needed. Examples:
  1. using finger to keep place.
  2. using card to follow line.
  3. counting on fingers.

- Allow the child to stand up or go get a drink of water in-between activities; when he becomes frustrated during an activity, allow a brief rest period.

- Be tolerant and understanding of honest mistakes--DO NOT fuss at the child for work, reactions, and behavior which he cannot help.

- Allow any material which is not a drill in reading to be read to the child at home (i,e,m math,science,history).

- Write out any homework and send it home with the child.

- Test the child orally when possible - give directions orally as well as written, and only one step at a time.

- Praise good effort; reward best efforts by a star, etc.

- Expect great variability in the child's day to day performance.

- Know that the child may perseverate mistakes. If the child keeps making the same mistake, switch activity and then go back.

- The child may be threatened with failure by work seeming too difficult. If so, give him only a part of the work at one time, one problem on a page, etc.

- Short relaxation activity after a period of concentrated effort will help the child concentrate again.

- To improve behavior and temporarily relieve frustration, give the child some activities at which you know he can succeed. Praise the child for even a simple task he does well.

- Give the child extra time to answer a question. Many times the child will not remember an answer quickly because he becomes too afraid, thus forgetting.

- Never ask the child a question you know he does not know. This method will usually lose the child's attention rather than gain it.

- Do not be reluctant to give directions to the child twice, thinking he has to listen well the first time. When he is able to remember directions the first time, he will not ask you to repeat.

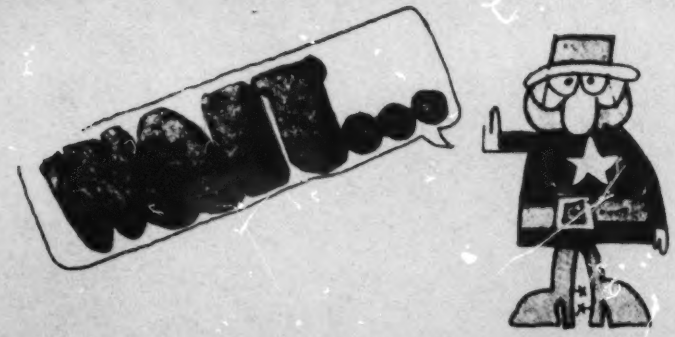
- Never use the child's work as a bad example to the other children; he has already developed a poor opinion of his own abilities.

- Try, when necessary, to criticize the child's work or behavior and NOT the child.

- Try to make the child feel extra work is to help him and not a punishment for poor achievement.

- Your own efforts to understand and help the child with his problems will go a long way in helping him accept and work out his difficulties.

*This material was compiled in part from: SOME ASPECTS OF THE CHARACTERISTICS, MANAGEMENT, AND EDUCATION OF THE CHILD WITH LEARNING DISABILITIES, Samuel D. Clements, and SPECIFIC DYSLEXIA, Lucius Waites.



BEFORE YOU CONSIGN A LEARNING-BLOCKED CHILD TO YOUR SCHOOL'S SPECIAL CLASS, CONSIDER THESE ROUTINE CLASSROOM PROCEDURES WHICH MAY BE CONTRIBUTING TO HIS PROBLEMS:

1 DO YOU ROUTINELY HAND OUT DUPLICATED SHEETS OF SEATWORK AND HOMEWORK PROBLEMS? If so, check to see whether there are too many problems to a page. For some children, looking at a whole page of math problems is a defeat before any attempt is made to do even the first one. This child needs success so desperately that he gives up before he starts. FOR THIS CHILD, THREE OR FOUR PROBLEMS ON A PAGE, COMPLETED SUCCESSFULLY, CAN BE A REAL TRIUMPH. You'll help him if you keep a chart showing how many problems he was able to complete on successive days. GIVE VISUAL EVIDENCE OF ACHIEVEMENT.

2 DO YOU ROUTINELY ASK YOUR CHILDREN TO READ ALOUD? This may greatly embarrass the learning-blocked child and make him feel even more inadequate. Have this child read to you in private and supply the words he does not know at once. Keep a list of words he has difficulty with and help him learn them at some other time.

3 DO YOU UNWITTINGLY ASK A STUDENT TO DO SOMETHING THAT HE CAN'T DO? A reasonable degree of teacher pressure can be helpful....but pressuring a student to work beyond his current abilities can devastate him. Concentrate on finding out what he knows and where his lack of understanding is blocking him.

4 DO YOU ALLOW YOURSELF TO FALL INTO THE TRAP OF CLASSROOM STEREOTYPES? Students tend to live up to their reputations. Reject the "class clown" or "bad boy" reputations and look for the positive qualities in the child. Stress them in your work with the child and with the group.

5 DO YOU LIMIT CLASSROOM RESPONSIBILITIES TO A FAVORED FEW? This tends to reinforce feelings of inadequacy in the shy, quiet children who are never asked. Being singled out to help the teacher can often improve a child's attitude toward school and provide him with the courage he needs to attempt learning challenges.

6 DO YOU TEND TO NAG CERTAIN CHILDREN? Certainly it's necessary at times. But they'll react negatively if it's done in excess. Discontinue requiring the child to do any work in the area he is resisting for a period of time. Usually the respite will give him a chance to look around him, notice that other children are enjoying the work...then encourage him to try again, without the usual "you have to" admonitions.

★ THESE ARE JUST A FEW EXAMPLES OF HOW TEACHERS CAN CHANGE THEIR ROUTINE TO HELP THEIR YOUNGSTERS CHANGE. OTHERS WILL OCCUR TO YOU AS YOU STEP BACK FROM YOURSELF AND ASK, "WHAT MIGHT I BE DOING TO CONTRIBUTE TO JIMMY'S PROBLEM?" THE PROFESSIONAL HONESTY REQUIRED IS AT TIMES PAINFUL.....WHO, AFTER ALL, REALLY WANTS TO FIND FAULT WITH HIMSELF? BUT THE RESULTS IN TERMS OF HAPPIER, ACADEMICALLY MORE SUCCESSFUL CHILDREN WILL BE WELL WORTH IT.

*Excerpts from an article by Frances Berres which appeared in GRADE TEACHER, February 1972.

TIPS FOR REGULAR CLASS TEACHERS
IN WORKING WITH THE HARD OF HEARING CHILD

- The hard of hearing child has the privilege of changing his seat so that he may always be within the range of seeing and hearing the teachers and classmates.
- The teacher does not talk and give directions when she is writing on the blackboard.
- She and other children try to face the light as well as the child when they speak.
- If the child does not understand, he is free to ask what she is talking about.
- She does not repeat word for word what she has said but rephrases her sentence, thereby adding a possible clue to what is being discussed.
- She may sometimes ask the child to repeat her directions to the class to be sure he has understood them.
- She cooperates well with the child's special teacher--if he has one.
- She demonstrates how a hearing aid works and lets the other children satisfy their curiosity by listening to it.
- The children discover that they do not need to raise their voices when speaking, for the hearing aid makes their voices loud enough to be heard.
- She allows the other children to attend the lip reading sessions with the hard of hearing child as a special privilege.
- Though "funny answers" sometimes make others laugh , the mistakes of the lip reader may be legitimate ones.
- The hard-of-hearing child learns to laugh at his own mistakes too, but more important, all learn toleracce for each other.

TIPS FOR REGULAR CLASS TEACHERS
IN WORKING WITH THE VISUALLY IMPAIRED CHILD

- Let the student sit close to the front near the side. Watch for the hand used for writing to avoid shadows on his/her paper.
- Some students will be highly sensitive to light or glare from the windows; watch for squinting.
- In physical education if student has problems confer with other students about how the visually impaired student could participate.
- Some vision students want and can use regular print textbooks. Let the child use the media most appropriate and comfortable for his use.
- Some students will need to walk up to the front to look at the blackboard. Walk with the student to insure he understands he must not block the board or will need to wait until other students are finished.
- Visually impaired students experience difficulties with ditto or duplicated materials due to print size. The best contrast is cream color with green ink or black print on white.
- Teachers should be aware of the use of colored inks on tests and text materials. Some students can experience problems with the light colors.